

Department of Music

Assessment Document, May 2018

In spring 2017, the music faculty discussed the existing learning goals and then altered them to reflect our departmental aspirations for students, the current curriculum, and the Vision for Student Learning Goals. Since then, we have experienced a significant reduction in the full-time music faculty. A colleague retired as of May 2018, and that position was not replaced. In May 2018, the remaining four full-time faculty held a daylong retreat where we developed options for providing classes needed for the major while still offering a variety of courses for non-majors in this reduced departmental configuration. We also began discussing significant curricular changes to the music major. A close examination of music programs at peer, aspirant, and ASC institutions formed the springboard for these discussions. Throughout the day, we consistently took into consideration how various proposals and ideas fit both departmental learning goals and the VSLG. These proposed curricular changes are very much a work in progress, and departmental discussions will continue into the fall.

The spring 2017 departmental report mentioned concerns regarding the difficulty of assessing applied lessons taught by adjuncts. I am happy to report that the electronic system of evaluations has resulted in an improved rate of student response for such lessons.

The department's senior capstone offers students a wide variety of options. Seniors can write on a research topic, create a composition portfolio, or present a senior recital within the individual's principal performance area (voice, piano, wind, brass, percussion, string, etc.). This range of choice allows students to pursue projects according to their individual interests and strengths. This same range of choice also makes objective and consistent assessment difficult. Our goal for the coming year is to develop rubrics for assessing senior projects which are broad enough to cover the many options, yet also specific enough to provide a framework for objective and consistent assessment.

Sincerely,

John Krebs, Professor of Music

Chair, Department of Music